

# ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

## PERFORMANCE LEVEL DESCRIPTORS FOUNDATIONS (GRADE 3) MATHEMATICS - SPANISH

### APPROACHES THE STANDARD

#### General AIMS Performance Level Descriptors (K-12)

This level denotes partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who approach the standard demonstrate competency in the prerequisites necessary to begin working on the challenging content required of the student who meets the standards, but do not demonstrate full understanding of that challenging content.

#### General Foundations (Grade 3) Mathematics Performance Level Descriptors

Third grade students performing at the “Approaches the Standard” level demonstrate some understanding of the concepts and procedures in the six Arizona Academic Standards for Mathematics. They are able to add, subtract and read whole numbers and their symbolic representations. Given simple addition and subtraction sentences, students are able to supply missing numbers. Some proficiency is shown of the basic multiplication and division facts. Students may be able to read and interpret organized data. They can extend a simple number pattern. They show a beginning understanding of two-dimensional shapes. They are beginning to use measurement skills. These students are able to use logical reasoning to make a prediction. Although these students are demonstrating progress in the six Mathematics Standards, they will need additional assistance to meet future success in mathematics in Arizona schools.

#### Specific Foundations (Grade 3) Mathematics Performance Level Descriptors

Students at the “Approaches the Standard” level know and are able to do the following:

##### Number Sense

- Add any two 3-digit numbers, and subtract 3-digit numbers without borrowing
- Read and write whole numbers up to 1000
- Use models to represent place value concepts
- Demonstrate proficiency with basic multiplication and division facts

##### Data Analysis, Statistics, and Probability

- Make basic graphs from organized data
- Identify which graphs display specific information from organized data

##### Patterns, Algebra, and Functions

- Solve for missing numbers in single digit addition or subtraction number sentence
- Identify and extended the pattern in skip counting

##### Geometry

- Match objects of same size and shape
- Draw or name a two dimensional pictures

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**PERFORMANCE LEVEL DESCRIPTORS  
FOUNDATIONS (GRADE 3) MATHEMATICS - SPANISH**

**APPROACHES THE STANDARD**

**Measurement and Discrete Mathematics**

- Begin to make simple calculations using various types of measurements, including money

**Mathematical Structure and Logic**

- Draw simple conclusions using logical reasoning

## ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

### PERFORMANCE LEVEL DESCRIPTORS FOUNDATIONS (GRADE 3) MATHEMATICS - SPANISH

#### MEETS THE STANDARD

#### General AIMS Performance Level Descriptors (K-12)

This level denotes demonstration of solid academic performance on challenging subject matter reflected by the content standards. This includes subject-matter knowledge, application of such knowledge to real world situations, and content-relevant analytical skills. Students who perform at this level are well prepared to begin work on even more challenging material that is required for the next performance level. Attainment of at least this level is the goal for all students at the Foundations (Grade 3) level.

#### General Foundations (Grade 3) Mathematics Performance Level Descriptors

Third grade students performing at the “Meets the Standard” level demonstrate an understanding in all six Arizona Academic Standards for Mathematics. Students are able to select the appropriate operations to solve word problems. They are able to demonstrate an understanding of fractions using models. Students can identify and organize data into graphs and tables. Students recognize and extend patterns using two-digits numbers and skip counting. They are able to use symbols of equality and inequality in number sentences. Students are able to draw and name geometrical shapes and use a rectangular array to represent multiplication facts. They can identify accurate types of measurement to solve problems. They are able to predict and draw logical conclusions. These students have a strong basis for continued success in mathematics in Arizona schools.

#### Specific Foundations (Grade 3) Mathematics Performance Level Descriptors

Students at the “Meets the Standard” level know and are able to do the preceding and the following:

##### Number Sense

- Demonstrate with models to show the process used in addition
- Identify fractional parts of a whole using models,
- Add and subtract all 3 digital numbers
- Able to identify relevant information to solve simple word problems
- Add and subtract commonly used fractions and decimals, including money to \$5.00

##### Data Analysis, Statistics, and Probability

- Make and label a graph from organized data with minimal error
- Organize probability data
- Identify and calculate

##### Patterns, Algebra, and Functions

- Use symbols  $<$ ,  $>$ , and  $=$  to compare whole numbers
- Find the missing number (up to 2-digit) in addition or subtraction number sentences
- Identify extend and explain a given pattern in a sequence of up to two-digit numbers

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**MEETS THE STANDARD**

**Geometry**

- Use a rectangular array to represent a multiplication fact
- Identify, draw and name simple 2-dimensional figures

**Measurement and Discrete Math**

- Make calculations using various measurements, including money
- Select the appropriate type of measure for an attribute
- Determine the passage of time using a calendar

**Structure and Logic**

- Write a math story problem or a number sentence about everyday situations
- Draw reasonable conclusions, using logical reasoning about situations

# ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

## PERFORMANCE LEVEL DESCRIPTORS FOUNDATIONS (GRADE 3) MATHEMATICS - SPANISH

### EXCEEDS THE STANDARD

#### General AIMS Performance Level Descriptors (K-12)

This level denotes demonstration of superior academic performance evidenced by achievement substantially beyond the goal for all students.

#### General Foundations (Grade 3) Mathematics Performance Level Descriptors

Third grade students performing at the "Exceeds the Standard" level demonstrate a wealth of knowledge, skills, and abilities as described in the six Arizona Academic Standards for Mathematics. These students are able to select a variety of appropriate strategies to solve problems. They can analyze and accurately organize data into graphs and tables with the ability to draw conclusions from recorded data. They can formulate a generalization and make predictions about a pattern. They can combine geometric shapes to make new shapes. Students can compare units of measure and determine measurable attributes. They can determine the possible number combinations between two sets of objects. They are able to represent everyday situations using a variety of mathematical symbols, reasoning and logic. These students have a strong basis for continued success in mathematics in Arizona schools.

#### Specific Foundations (Grade 3) Mathematics Performance Level Descriptors

Students at the "Exceeds the Standard" level know and are able to do the preceding and the following:

##### Number Sense

- Solve problems using multiple strategies and appropriate computational techniques
- Identify fractional parts of a whole using models including fractions not in simplest form

##### Data Analysis, Statistics, and Probability

- Construct, read, interpret displays of data
- Draw conclusions from graphed data

##### Patterns, Algebra and Functions

- Formulate generalization (always, never) about patterns and make predictions
- Describe and extended patterns using numbers and designs

##### Geometry

- Predict changes in shapes by dividing or combining them

##### Measurement and Discrete Mathematics

- Determine measurable attributes of an object
- Determine possible combinations that can be made between two sets using math models
- Compare units of measure to determine more or less relationships

##### Mathematical Structure and Logic

- Write a math story problem and a number sentence about everyday situations
- Draw reasonable conclusions, using logical reasoning, about increasing complex situations

## ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

### PERFORMANCE LEVEL DESCRIPTORS FOUNDATIONS (GRADE 3) READING - SPANISH

#### APPROACHES THE STANDARD

##### General AIMS Performance Level Descriptors (K-12)

This level denotes partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who approach the standard demonstrate competency in the prerequisites necessary to begin working on the challenging content required of the student who meets the standards, but do not demonstrate full understanding of that challenging content.

##### General Foundations (Grade 3) Reading Performance Level Descriptors

Students who are "Approaching the Standard" level demonstrate decoding skills such as relationships, letter/sound recognition, and knowledge of blends and beginning/ending sounds. Students decode using picture clues as well as information from the text to derive meaning from unfamiliar words. They use reading comprehension strategies by summarizing and restating information from both fiction and non-fiction material as well as various forms of literature. Students sequence a series of events from a reading selection. Students can interpret symbols and pictures such as a key to decipher meaning from maps and diagrams.

##### Specific Foundations (Grade 3) Reading Performance Level Descriptors

Students at the "Approaches the Standard" level know and are able to do the following:

###### Use phonetic skills to decode words

- Identify beginning, middle and ending sound/letter relationships

###### Use word recognition and decoding strategies

- Identify simple words using phonetic, context and picture clues

###### Apply comprehension strategies

- Restate information from a reading selection
- Make simple inferences based on the text

###### Identify facts, main idea, and sequence events

- Demonstrate some understanding of sequencing of events in a reading selection
- Identify relevant facts in a text (e.g., characters, setting)

###### Follow a list of directions

- Follow directions using illustrations

# ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

## PERFORMANCE LEVEL DESCRIPTORS FOUNDATIONS (GRADE 3) READING - SPANISH

### MEETS THE STANDARD

#### General AIMS Performance Level Descriptors (K-12)

This level denotes demonstration of solid academic performance on challenging subject matter reflected by the content standards. This includes subject-matter knowledge, application of such knowledge to real world situations, and content-relevant analytical skills. Students who perform at this level are well prepared to begin work on even more challenging material that is required for the next performance level. Attainment of at least this level is the goal for all students at the Foundations (Grade 3) level.

#### General Foundations (Grade 3) Reading Performance Level Descriptors

Students who are at the "Meets the Standard" level demonstrate a basic understanding of both fiction and non-fiction text. They identify and analyze literary elements such as character, setting, plot, sequence of events, and organization of text. In addition to comprehending the reading selection, they draw conclusions, make predictions using prior knowledge, identify the main idea, and are able to follow written directions.

#### Specific Foundations (Grade 3) Reading Performance Level Descriptors

Students at the "Meets the Standard" level know and are able to do the preceding and following:

##### Use word recognition and decoding strategies

- Use context clues to derive meaning of an unfamiliar word

##### Apply comprehension strategies

- Draw conclusions from stated information
- Summarize
- Predict events, actions, and behaviors based on text

##### Identify facts, main idea, and sequence events

- Sequence events accurately from a reading selection
- Follow stated information in sequential order
- Compare characters in a reading selection

##### Analyze literary elements

- Describe elements of character
- Describe setting
- Identify fact/fiction
- Recognize rhyme in poetry

##### Follow a list of directions and evaluate those directions for clarity

- Follow a set of sequential steps in written directions

# ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

## PERFORMANCE LEVEL DESCRIPTORS FOUNDATIONS (GRADE 3) READING - SPANISH

### EXCEEDS THE STANDARD

#### General AIMS Performance Level Descriptors (K-12)

This level denotes demonstration of superior academic performance evidenced by achievement substantially beyond the goal for all students.

#### General Foundations (Grade 3) Reading Performance Level Descriptors

Students who "Exceed the Standard" use multiple word recognition and decoding strategies, such as phonetic skills, context clues, picture clues, word order, prefixes, and suffixes to comprehend written selections. They use reading comprehension strategies such as drawing conclusions based on text, author's purpose, and personal experience to analyze both fiction and non-fiction literary elements. Students evaluate the main idea, relevant facts, and author's purpose from various reading selections. They compare literary elements such as characterization and organization of text (including structural elements and figurative language) for fiction, non-fiction, and poetry. Students follow and evaluate a list of written directions.

#### Specific Foundations (Grade 3) Reading Performance Level Descriptors

Students at the "Exceeds the Standard" level know and are able to do the preceding and following:

##### Use word recognition and decoding strategies

- Analyze meaning of words using context clues
- Use structural analysis

##### Apply comprehension strategies

- Draw conclusions that are implied not stated
- Explain cause/effect relationships
- Restate information from text in own words
- Make predictions that extend the text

##### Identify facts, main idea and sequence events

- Interpret main idea using inference (not stated)
- Identify author's purpose
- Analyze sequential order of events

##### Analyze literary elements

- Explain whether events are real or fantasy
- Describe structural elements of poetry
- Explain effects of setting
- Distinguish between fiction and non fiction

##### Read and comprehend consumer information

- Explain the meaning of signs

##### Follow a list of directions and evaluate those directions for clarity

- Evaluate written directions for sequence and completeness
- Analyze steps described in written directions



## ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

### PERFORMANCE LEVEL DESCRIPTORS FOUNDATIONS (GRADE 3) WRITING - SPANISH

#### APPROACHES THE STANDARD

##### General AIMS Performance Level Descriptors (K-12)

This level denotes partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who approach the standard demonstrate competency in the prerequisites necessary to begin working on the challenging content required of the student who meets the standards, but do not demonstrate full understanding of that challenging content.

##### General Foundations (Grade 3) Writing Performance Level Descriptors

Students who are "Approaching the Standard" in writing demonstrate the ability to identify some of the basic elements of written communication. They use some capital letters and identify appropriate word endings. Students recognize sequence of events and select from a narrow range of resources for a report. Students recognize the basic format of a friendly letter. They are able to write a narrative piece that attempts to develop an idea, using simple sentence structure, and demonstrating minimal skill in word choice, conventions, voice and organization.

##### Specific Foundations (Grade 3) Writing Performance Level Descriptors

Students at the "Approaches the Standard" level knows and are able to do the following:

###### Use the writing process to effectively complete a variety of writing tasks

- Attempt to develop an idea
- Attempt to organize ideas
- Use a tone that may not be appropriate for the audience (formal/informal)
- Use simple sentence structure
- Demonstrate minimal skill in word choice (misuse or repetition)
- Edit for most beginning capitalization and end punctuation

###### Use correct spelling, punctuation, capitalization, grammar and usage

- Recognize that sentence beginnings and proper nouns require capital letters
- Identify appropriate word endings
- Identify regular plurals
- Use basic subject-verb agreement

###### Gather, organize and report information

- Record events sequentially
- Infer sequence from pictures
- Write a concluding statement
- Report events sequentially

**ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY**

**PERFORMANCE LEVEL DESCRIPTORS  
FOUNDATIONS (GRADE 3) WRITING - SPANISH**

**APPROACHES THE STANDARD**

**Recognize, locate and use several sources to write an informational report**

- Select from appropriate resources for a report (e.g., books, magazines, experts, encyclopedias)
- Recognize the components of resource materials (e.g., table of contents, index, glossary)

**Write communications such as friendly letters, memos, and invitations**

- Recognize a basic friendly letter format
- Recognize use of capitals and commas within a friendly letter
- Provide basic information for personal communications (e.g., invitations)

## ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

### PERFORMANCE LEVEL DESCRIPTORS FOUNDATIONS (GRADE 3) WRITING - SPANISH

#### MEETS THE STANDARD

#### General AIMS Performance Level Descriptors (K-12)

This level denotes demonstration of solid academic performance on challenging subject matter reflected by the content standards. This includes subject-matter knowledge, application of such knowledge to real world situations, and content-relevant analytical skills. Students who perform at this level are well prepared to begin work on even more challenging material that is required for the next performance level. Attainment of at least this level is the goal for all students at the Foundations (Grade 3) level.

#### General Foundations (Grade 3) Writing Performance Level Descriptors

Students who "Meet the Standard" in writing demonstrate the ability to identify elements of good written communication. They use capital letters and can identify regular plurals. Students record observations and recognize the sequence of events in a story. They understand how to use the parts of resource materials and select resources for a report. Students recognize the components of a friendly letter and provide information for an invitation. They are able to write a narrative piece that develops a main idea with some supporting details, using simple sentences and occasionally more complex sentences, demonstrating basic word choice, conventions, and voice, including a beginning, middle, and end.

#### Specific Foundations (Grade 3) Writing Performance Level Descriptors

Students at the "Meets the Standard" level know and are able to do the preceding and the following:

##### Use the writing process to effectively complete a variety of writing tasks

- Develop a main idea with some supporting details
- Include an identifiable beginning, middle and ending
- Use appropriate tone for the audience and purpose; interest in topic is evident
- Correctly use a variety of words
- Use mostly simple sentences but occasionally include more complex sentences
- Edit adequately (punctuation, capitalization and spelling) for readability

##### Use correct spelling, punctuation, capitalization, grammar and usage

- Apply capitalization rules for proper nouns and sentence beginnings in simple sentences
- Recognize appropriate verb tense
- Punctuate endings of sentences

##### Gather, organize and report information

- Recognize the beginning, middle, and ending of a story
- Record observations

**ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY**

**PERFORMANCE LEVEL DESCRIPTORS  
FOUNDATIONS (GRADE 3) WRITING - SPANISH**

**MEETS THE STANDARD**

**Recognize, locate, and use several sources to write an informational report**

- Select appropriate resources for a report (e.g., videos, tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet)
- Recognize and effectively use various components of resource materials (e.g., table of contents, index, glossary)

**Write communications such as friendly letters, memos, and invitations**

- Recognize and appropriately place the components of a friendly letter
- Organize components of an envelope

## ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

### PERFORMANCE LEVEL DESCRIPTORS FOUNDATIONS (GRADE 3) WRITING - SPANISH

#### EXCEEDS THE STANDARD

##### General AIMS Performance Level Descriptors

This level denotes demonstration of superior academic performance evidenced by achievement substantially beyond the goal for all students.

##### General Foundations (Grade 3) Writing Performance Level Descriptors

Students who "Exceed the Standard" in writing demonstrate the ability to identify and apply elements of good written communication. They recognize the correct use of capital letters and end punctuation. Students identify complete sentences and appropriate verb tense. Students interpret observations and report events sequentially. They effectively use the parts of resource materials and select resources for a report. Students use capitals and commas correctly in a friendly letter and provide information for an invitation. They are able to write a narrative piece that has a main idea with sufficient supporting details, uses a variety of sentence types and an effective variety of words. Students demonstrate control over conventions and use a voice that is expressive.

##### Specific Foundations (Grade 3) Reading Performance Level Descriptors

Students at the "Exceeds the Standard" level know and are able to do the preceding and the following:

##### Use the writing process to effectively complete a variety of writing tasks

- State a fully developed main idea with sufficient supporting details
- Organize with a beginning, middle and ending and details that fit where placed
- Use a tone that holds the reader's interest and convey a commitment to the topic
- Use a variety of sentence beginnings and types which add interest to the piece
- Use a rich and effective variety of words
- Edit carefully; apply standard rules of conventions (punctuation, capitalization spelling and usage) with few, if any, lapses

##### Use correct spelling, punctuation, capitalization, grammar and usage

- Apply capitalization rules in complex sentences
- Identify complete sentences
- Punctuate endings

##### Gather, organize and report information

- Interpret and evaluate observations
- Report events sequentially using transitional words (e.g., first, next, then, finally)

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**PERFORMANCE LEVEL DESCRIPTORS  
FOUNDATIONS (GRADE 3) WRITING - SPANISH**

**EXCEEDS THE STANDARD**

**Recognize, locate, and use several sources to write an informational report**

- Select and use information from a wide range of appropriate resources for a report
- Recognize and effectively use the various components of resource materials (e.g., table of contents, index, glossary)

**Write communications such as friendly letters, memos, and invitations**

- Use capitals and commas correctly within a friendly letter
- Write an invitation that includes essential information (e.g., date, time, place)
- Address an envelope correctly